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ABSTRACT

This manual offers suggestions for the first year teacher with ideas and advice compiled from educational literature and questionnaires completed by other first year teachers, principals, and education professors. Topics include: (1) curricular preparation; (2) physical environment of neighborhood and school; (3) school rules and regulations; (4) supplies; (5) record keeping; (6) staff relations; (7) getting the classroom ready; (8) first week activities; (9) discipline; and (10) parent contact. First year survival tips from experienced teachers and principals are presented. A 37-item bibliography is appended. (JD)

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FIRST YEAR ELEMENTARY TEACHER'S MANUAL

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FOREWORD

It has been my intention, in this manual, to help dispel some of the fear and confusion that I experienced during my first year of teaching. I do not claim that it is completely comprehensive, not perhaps completely "right". The following pages offer suggestions for the first year teacher with ideas and advice compiled from educational literature and questionnaires completed by other first year teachers, principals, and education professors. I hope that it will allow first year teachers to feel a litte more prepared for the journey upon which they are about to embark. Although I have discussed some negative points in this paper, I sincerely hope that every first year teacher experiences the love and joy that I have known in my first year of teaching.

Jeannie Clarkson

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I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
As a teacher I possess tremendous power to make
a child's life miserable or joyous.
I can humiliate or humor, hurt or heal.
In all situations it is my response that decides
whether a crisis will be escalated or de-escalated,
and a child humanized or dehumanized.

Haim Ginott

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CURRICULAR PREPARATION

One of the greatest concerns among first year teachers is preparation and planning (Felder, 1982). The beginning of the school year is a critical planning time. Thus you should plan to familiarize yourself with the subject matter that you will be teaching. GET A HEADSTART!

CURRICULUM GUIDES

___Identify your curricular goals for the year in each subject.

___Identify your objectives for the year in each subject.

___Once you have identified WHAT you will be teaching, you need to consider the SEQUENCE of instruction. "What to teach next?" is a common question among first year teachers.

___Prepare an outline of units that you will be teaching each semester.

___Use a monthly calendar to form a tentative schedule of what you will teach each month.

___Try to correlate units with seasons and holidays.

___Develop your time line by dividing the year into semesters (x units per semester), marking periods (x units per marking period), and weeks per grading period (x weeks per unit). This can be accomplished through simple arithmetic.

___Ask other teachers for guidelines, such as the time involved in teaching each unit.

___Go through each subject one at a time. It can be very overwhelming at first.

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___Don't be discouraged when you find that you constantly need to replan and adjust.

___Plan to introduce the first unit of each subject no later than the second week of school.

___Talk to your principal about the areas of emphasis.

___Find out if there is an orientation workshop before school begins.

TEACHER MANUALS

___Read the foreward of each manual.

___Review the unit titles and resource lists.

___Compare the objectives in the manual with those of the curriculum guide to determine how much extension will be required or what units can be skipped. You will probably have to skip some!.

___Become familiar with the format of the text, particularly the reading and math munuals, by skimming through each one.

___Closely examine the first few lessons in each manual so that you will be well prepared at the beginning of the year.

___Correlate your timeline for curricular objectives with a timeline for the units in each manual.

DAILY SCHEDULE

___Begin to formulate a tentative daily schedule.

___Balance intellectual activities with physical activity/recreation.

___Reading is USUALLY taught in the morning, followed by mathematics.

___Realize that after lunch, students are often unsettled.

___Find out if there is a specified amount of time per day or week for each subject.

___Find out when the school day begins and ends.

___Determine when and how long your lunch period is.

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___Find out if there is a bell system in the school and how long each period lasts.

___If possible, find out when your special periods will be (art, gym, music).

QUESTIONS TO ASK

___What standardized tests are given during the year? How many? When? What uses are made of the scores?

___What reading series is used? Is there a supplemental program, i.e.texts or workbooks? Are workbooks provided? Must a teacher prepare seatwork his/herself?

___What handwriting series is used? Practice before school begins!

___How is the math program organized? Are workbooks available? What did they learn in the previous grade?

___Is there a spelling program? Is the same series used throughout all grade levels?

___Is there a language arts program? What texts or materials are available?

___Are there specific science and social studies content areas to be taught? Do you have texts? What AV of science equipment is available to you?

___Do you teach health? Is there a text?

___Do you teach music? Are any instruments available? Is a record player available?

___Do you teach art? Does the school have brushes, paint, cups, desk covers, paper, scissors and paste/glue?

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PHYSICAL ENVIRONMENT

NEIGHBORHOOD

Get acquainted with the school neighborhood as early as possible. The environment will be less threatening to you if you have become familiar with it. Make sure you know how to get to the school. Take a dry run before the first day to determine the shortest route and the length of time involved. Look at the neighborhood to see if the homes are well cared for. Ask your principal about the socio-economic background of the community. Are the residents foreign born, i.e. will there be a language barrier? Do people own their homes or is it a transient neighborhood? Are there playgrounds, libraries, museums, theaters or parks readily accessible?

SCHOOL

Find out where the following things are located:

___your classroom
___playground
___student lavatories
___faculty lavatories
___faculty lounge
___cafeteria
___library
___custodian's office
___music room
___general office
___gym
___auditorium
___nurse's office
___art room
___supply room
___speech facility
___teachers' bulletin board
___teachers' mailboxes
___pupil entrances
___building entrances
___student lockers
___parking lot/garage

**Get keys to your classroom, your cabinets, the faculty bathroom, and

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the school (if necessary).

**Get the school phone number and address.

RULES AND REGULATIONS

In order to avoid "How come no one told me that?". find out as much as possible before school begins. Ask if there is a school handbook or a district manual available.

DAILY ROUTINES

Find out the following information:

___When and where is a teacher expected to arrive in the morning? When can you leave in the afternoon?

___When and where do students enter the building?

___What time do you need to be in your classroom?

___Do you have hall duty in the morning/afternoon? It is usually a good idea to greet all students at the door of your classroom.

___What activities are recommended for bellwork?

___Are there morning announcements?

___Do you have a flag in your room for the pledge?

___When and where do you take students to lunch?

___Where do they line up after recess?

___Do you pick them up on the playground?

___Do you have recess duty?

___What are the rules for the use of the playground?

___How do you find out if recess is inside or outside (in inclement weather)?

___When and where do you take students to the bathroom?

___What are the rules regarding emergency bathroom trips?

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___What are the rules regarding students in the hall? Do they need a hall pass?

___When and where are students dismissed?

HEALTH

___What do you do if a child is sick during the day?

___How do you contact the office from your classroom?

___Find out the nurse's schedule in your building.

___Where can a student get a band-aid?

___What do you do if a child gets hurt under your supervision? KEEP A WRITTEN RECORD!

___What services does the school nurse provide? If a child complains of a headache, should he/she be sent to the nurse? DO NOT ADMINISTER DRUGS YOURSELF - NOT EVEN ASPIRIN!

PHYSICAL MAINTENANCE

___What custodial services are provided? Do they clean your blackboards or do you?

___How do you get custodial service during the day, i.e. if a child vomits in your room?

___Are you expected to line your chalkboards (in primary grades)?

CURRICULAR EXPECTATIONS

___How much administrative help can you expect during your first year?

___How often will you be observed?

___Are your lesson plans checked? When and how often?

___What co-curricular and extracurricular responsibilities will be expected of you?

___What are the rules for both teachers and pupils about taking home

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books and materials?

___What is your school's homework policy? How often and how much should be assigned?

___Do you assign lockers to your students?

___What kind of heading format is used for each grade level on students' papers?

___What are the school's policies about keeping students after school?

___How often are you expected to change your bulletin boards?

DISCIPLINE

___What kind of hall behavior is expected?

___Can students be left alone in the classroom or hallway?

___Who do you go to for help with discipline?

___What is the school's policy on absence and tardiness?

OTHER

___What dress is appropriate for teachers?

___What are fire/security drill procedures?

___What are the rules regarding parent visitation during the day?

___What is the school's policy regarding field trips? Classroom parties?

___How often are faculty meetings held? Are they in the morning or afternoon?

___Are you required to attend PTA meetings?

___How do you contact the sub center and the school if you are ill?

___Do you need to sign up for school committees?

___When are the school holidays.

___How will you find out if there is a snow day?

___Are you expected to contribute to hall bulletin boards?

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___What is the policy regarding classwork? Does your principal emphasize the use of boardwork, workbook activities or dittos?

***Each principal surveyed for this manual identified the need for a first year teacher to find out about building rules and policies. No one knows what you know or don't know, so it is YOUR responsibility to ASK QUESTIONS!

SUPPLIES

YOUR SURVIVAL KIT

___plastic bags
___rags
___string
___masking tape
___staple remover
___hand cream
___band-aids
___aspirin (for you)
___bucket and sponge
___tray basket (for papers)
___file folders
___desk organizer
___paper clips
___rubber bamds
___straight pins
___safety pins
___paper towels
___kleenex
___cup
___spray cleaner
___scissors

SCHOOL SUPPLIES

These are things you will need in your classroom.

___handwriting paper
___ditto paper
___drawing paper
___paint
___workbooks/textbooks
___student scissors
___white pencil (lining chalkboard)
___lesson plan book

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___chalk

___erasers (board & pencil)

___crayons

___pencils (for students)

___overhead projector

___globe

___ditto masters

___thermofax units

___blank calendars

___graph paper

___blank charts

___gradebook

___seating plan card

___sentence strips

___tagboard

___yardstitk/pointer

___scotch tape/masking tape

___stapler

___flannel board

___number line

___alphabet chart

___paintbrushes

___construction paper

___transparencies

QUESTIONS TO ASK

___What AV equipment is available?

___Does the school library have films/filmstrips? Can others be ordered.

___Who is the Instructional TV coordinator?

___How can materials be ordered from Instructional TV?

___Where is the ditto machine?

___Is there a Xerox machine?

___Is there a Thermofax machine?

___Can you get a record player? A tape recorder?

___Are maps available for your use?

___How do you order supplies during the school year?

RECORD KEEPING

The importance of keeping written records cannot be emphasized

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enough. Many first year teachers complain of the excessive paperwork involved in teaching, particularly at the beginning of the year (Houston & Felder, 1982). The principals surveyed emphasized the need for a first year teacher to be WELL ORGANIZED. TAKE THE TIME to keep records. It will save you many headaches later!

BEFORE SCHOOL BEGINS

___Make a written inventory of all of your texts and supplies at the beginning of the year.

___Make a temporary register. It is easier to cross out and add a few names than to be swamped with small things the first week.

___Fill out your gradebook.

___Put names on seatwork folders, homework charts, helper charts, citizenship charts. Use pencil on these charts until your class list is set.

___Make tentative math and reading groups.

___Go through each student's permanent record cards. Get to know them a little.

THE FIRST TWO WEEKS

___Permanent records: progress, health, dental, reading, math, office record. Add names, birthdates, date of entry into grade and any other information required by the school.

___Keep a record of which students have which books. I made the mistake of not doing this and could not account for missing books at the end of the year!

___Make a supply list for each student.

___Keep a record of locker assignments.

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DAILY

___Keep attendance records daily. You may have to keep a record for both the office and yourself.

___Find out how to fill out daily lunch records. What do you do with lunch money? milk money?

___What do you do with money collected throughout the year, i.e. workbooks, field trips?

DURING THE SCHOOL YEAR

___Keep an anecdotal record of discipline problems.

___Keep a record of ALL PARENT CONTACTS!

___Keep a record of standardized test scores. Update reading and math cards and charts.

___You may have to complete IEP forms on certain students.

___Keep a record/list of materials you will need for each week, i.e. books, projectors, maps, etc.

___Keep a record of field trips and assemblies for the year.

___Keep an ORGANIZED filing system of dittos, bulletin board ideas, learning center ideas.

___Keep emergency plans for a substitute handy.

*HELPFUL HINT: Many companies put out time saver books. Purchase some of these for ready made records and lists.

GRADING

The end of the first marking period can be panicky for new teachers. Here are some tips to relieve your anxiety.

___Look at the report card format ahead of time to find out what is expected.

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___MAKE SURE you keep records and have recorded enough grades for the first marking period.

___Start grading papers EARLY in the year.

___Use a percentage scale at first to grade. First year teachers often feel inadequately prepared to evaluate students. By using percentage based grading, you have the security of numbers to back up your judgement.

___Keep close contact with parents in regard to grades.

STAFF RELATIONS

Find out the names of each staff member. Make the effort to meet them before school begins. In particular, get to know the following:

___principal
___secretary
___custodian
___psychologist
___Special teachers (art,gym)
___librarian
___nurse
___PTA president

These people, particularly the SECRETARY and CUSTODIAN, will be INVALUABLE to you. Make a special effort to be courteous and pleasant. Be prompt with materials and records requested from you.

TEACHERS

The first year of teaching can be a lonely time. Everyone is involved in their own classrooms. If you are new to a staff, YOU must take the first step in meeting others. Other teachers can be a great resource for you and a means of coping. By discussing shared problems and asking questions, you can manage to survive those first few months.

Be forewarned that a new teacher is often viewed as a threat to

HELPER, someone who is trying to help you grow into a better teacher. Don't be afraid to ask your principal for help, and ACCEPT his/her suggestions for change. You should respect and cooperate with your principal. He/she is your "boss". You should view your relationship with your principal as one that is "open, supportive, trusting, loyal and professional" (Vince, 1985). A principal is a CRISIS MANAGER; the person you turn to when you can't handle a problem alone. He/she is also a BUFFER between teachers and parents. Finally, the principal is a JUDGE. He/she makes the recommendation for rehiring at the end of the year. Call on your principal for help. Don't wait for him/her to come to you!

GETTING THE CLASSROOM READY

In general, your classroom should be attractive, well organized, neat and clean at the beginning of the year. It should be bright, colorful and conducive to learning. It should be a stimulating environment that provides a warm, pleasant and inviting atmosphere for students.

BULLETIN BOARDS

___Talk to an experienced teacher for ideas.

___Set a theme and use this for beginning writing and discussion activities.

___Have an area for displaying student work.

___Have a Welcome Back board.

___Put up a subject board for each subject relating to the first unit.

___Put up a bulletin board with all of the children's names. Make them feel at home!

___Put up boards with review materials for math and reading.

___Put up charts for homework, citizenship, spelling.

___Put up daily and weekly schedules.

___Post classroom rules for students AND teachers.

___Put up a Job Helper board/chart.

___Have some simple learning centers made.

**Every teacher surveyed stressed having ALL bulletin boards READY BEFORE SCHOOL BEGINS. You won't have time later!

PHYSICAL LAYOUT

___Have a library table. Go to the public library. Get a bagful of books for your grade level.

___Set up the flag.

___Decide on your seating arrangement and arrange desks. Simplicity is the key.

___Make a tentative seating plan.

___Wash the desks, chairs and all counters and cupboards.

___Make a tentative seating plan.

___Wash the desks, chairs and all counters and cupboards.

___Make nametags for the desks. Have extras.

___Check medical records for visual/hearing impairments. Seat these students near the front of the room.

___Set up your reading group area. While in reading group you should have a clear view of all students and easy accessibility to students' desks.

OTHER

___Put up a number line and alphabet chart.

___Put up a calendar for September.

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___Line your chalkboard (for primary grades).

___Have living things in your room, i.e. plants, flowers, fish, etc.

___Organize your cupboard with supplies.

___Number textbooks.

___Make tentative locker assignments.

___Acquire extra tables for learning centers, reading groups.

___Make sure you have enough chairs/desks.

___Pass out books, pencils, crayons.

___Sharpen pencils for students.

___Make student nametags for the first day and have extras (early primary).

FIRST WEEK

LESSON PLANS/ACTIVITIES

First Day

PLAN THOROUGHLY. Have lots of "extras" just in case!

___Write on the board: your name, date, list of supplies.

___Greet students at the door. SELL YOURSELF!

___Check those present. Separate boys and girls on the list.

___Introduce yourself.

___Begin with a routine, such as the flag salute.

___Have students introduce themselves.

___Pass out nametags, assign seats.

___Have students give current addresses and phone numbers.

___Assign classroom jobs.

___Go over classroom procedures and rules, i.e. getting out of seat, sharpening pencil, using bathroom, using water fountain, raising

hand.

___Distribute books and supplies.

___Play games that help students get to know one another.

___Have students do simple paper and pencil activities.

___Assign short writing assignments. Check for spelling and handwriting.

___Review headings for papers

___Read a story and discuss it orally. Check for comprehension and listening skills.

___Do a simple art project.

___Play math review games.

___Read a story.

___LEARN STUDENTS' NAMES!

OVERPLAN Too much is better than not enough!

First Week

Your goals for the first week of school should be to: 1) observe and identify each student's academic level, 2) establish classroom routines and management, 3) get acquainted with your students, 4) introduce subject matter.

___Begin lessons with the simple and familiar.

___Have students read aloud. Check oral reading levels.

___Play skill games at the board. Check their levels.

___Begin to use books and supplies.

___Administer reading and math inventories to check levels and form tentative groups.

___REVIEW, REVIEW, REVIEW! Students do regress over the summer.

___Teach for mastery of rules and routines. Use EVERY opportunity to

discuss and reinforce them. ESTABLISH GOOD HABITS IMMEDIATELY!

___Introduce students to each text by discussing curriculum for the year, i.e. what we will be studying.

___Keep text lessons brief!

___Review worksheets. KEEP THEM ACTIVE AND BUSY!

___Get each unit for each subject area introduced by the end of the second week.

SURVIVAL TIPS

___Keep up with the paperwork. Update records and charts!

**You WILL survive this week!

DISCIPLINE

Discipline is often a beginning teacher's most difficult challenge. If you have no reputation among the students, you may be "tested". A first year teacher is often an "easy mark". Children sense your inexperience and hesitancy. They are aware that you are unsure of yourself and afraid of losing control. These insecurities can lead a new teacher to need to be loved by his/her students at any cost (Ryan & Cooper, 1975). It's important to realize that your popularity with your class is a RESULT, not a GOAL, of good discipline (Cleveland Public Schools, 1968).

FIRST WEEK

The first few weeks of school are CRUICIAL for establishing discipline. "The psychological impact of the first day ... is tremendous" and can be critical in determining what the year will be like (Jarolimek & Foster, 1985). Here are some tips on how to start

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the year off right.

___Be firm, all business, and tolerate NO breaches of discipline. i.e. a student forgets to push his/her chair in, you are in a hurry - STOP! TAKE THE TIME to make him/her push it in.

___IT IS EASIER TO LOOSEN THAN TO TIGHTEN DISCIPLINE! Many teachers stressed BE TOUGH, ACT MEAN, DON'T LET THEM GET AWAY WITH ANYTHING. You can relax later!

___Be EXPLICIT about classroom behavior. Make sure your students know what is expected of them. Post your rules and review them every day

___FOLLOW THROUGH on discipline. This cannot be stressed enough. If you say that you are going to take away recess, you MUST do it.

___Control of your class is preceded by control of yourself.

___Make your students feel as if they are getting down to work RIGHT AWAY, even if your focus is not completely academic the first few weeks.

___Keep students active, involved and on task.

___Monitor students carefully!

___Deal with situations IMMEDIATELY - particularly at the beginning of the year.

___Take a LOT of time to establish good habits and routines. Stop a lesson and discuss behavior if it is appropriate. You will find it well worthwhile in the months to come.

___DO NOT BLUFF! If you threaten students, you MUST NOT back down.

___Be sure students understand not only the classroom rules but the CONSEQUENCES if they are broken.

Immediately after introductions and seating, you should begin to discuss your management program with your students. Introduce classroom routines, such as the following:

___Entering the classroom.

___Coming into the room and beginning to work right away.

___Raising hands.

___Passing out/collecting papers.

___Going to the bathroom.

___Using the pencil sharpener. Assign a definite time or you will be faced with endless sharpening.

___Going to the wastebasket.

___Giving directions. Make sure they know you will only say things ONCE - and stick to it!

You may have to repeat yourself a hundred times a day You will spend endless minutes making the students "do it again", until they get it right. But it is all very, very worthwhile in the end.

EFFECTIVE TEACHERS

Good discipline is a key to effective teaching. Listed below are characteristics ascribed to effective teachers.

___SMILE!

___JOKE!

___PRAISE!

___Give immediate feedback. In other words, don't ignore a discipline problem until it gets out of hand. Deal with it immediately.

___Enthusiasm. Remind yourself WHY you're in this classroom.

___Vary your teaching methods. Use visual aids. Have students write independently. Use the board. Play a game.

___Be natural. Don't be afraid the kids won't like you. You CANNOT be their "pal".

___Control YOUR behavior. Every teacher surveyed pointed out that anger

and yelling DO NOT get results.

___Keep your volume low. The quieter you are, the quieter the kids will be. It really works!

___Be fair. Don't pick favorites.

___AVOID talking too much. The less you say, the stronger your statement. The more you say, the weaker your statement.

___DO NOT HOLD GRUDGES! It will help you and your students if you start each day with a clean slate. Remember, YOU were once a child.

___Know when to overlook. Distinguish between intentional and unintentional misbehavior.

___Don't try to rule your class by fear and threats.

___Make few promises and KEEP THEM!

___SET AN EXAMPLE. Dress professionally and act professionally.

___BE POSITIVE, rather than sarcastic or angry.

___Maintain high standards and high expectations. The higher your expectations, the harder your students will work to meet them. THIS WORKS

___Be a good listener. LISTEN TO YOUR STUDENTS!

NONVERBAL CUEING

___Eye contact. Stare at a student until misbehavior stops. Later in the year, a glance will mean more than a lecture to your students

___Physical contact. Continue with your lesson but walk over and put a firm hand on a misbehaving student's shoulder.

___Physical proximity. Continue your lesson but walk over and stand by a student. He/she will get the message!

___SILENCE! DON'T begin until you have everyone's attention. STOP

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talking until it is quiet. You may have to wait several minutes at the beginning of the year, but eventually your studemts will respond immediately.

PRACTICAL SUGGESTIONS

___Provide incentives for hard work, i.e. work gets hung up, hard work stickers, pick a hard worker each week and give them an award, make a chart for earning points for hard work, etc..

___Stress completion of assignments, including make-up work. This takes a LOT of energy on your part, but it is worthwhile. Check work constantly. Record grades frequently. Hand back papers promptly with comments on them. Put together make-up work when a child is absent.

___Have something for students to do as soon as they arrive in the morning.

___Begin the day promptly.

___Check homework brought in. DEAL with those who do not hand it in. If YOU are laissez-faire, THEY will be too.

___Call on students whose attention is wavering. Make them aware that they are part of the group too.

___Use drill games when lining up for lunch, the bathroom and at the end of the day.

___Have private conferences with students who are discipline problems. Develop a behavior contract with them.

___Don't use work as punishment.

___Ask students to cite the rule they have broken.

___Be SURE that a student is guilty before punishing him/her.

___Don't make up last minute pnnishments. Stick to your rules and

consequences.

___Don't send a student to the principal until all other means of discipline have been exhausted. You lose face with the class.

___Play quiet music to calm students down.

___The first thirty minutes of the day are crucial. Say "Good Morning". Be pleasant, cheerful and calm.

___Keep options open for students who finish their work early, i.e. read a book at their desks, learning centers, complete a creative writing assignment.

___Find SOMETHING you like in each student.

___Don't parrot pupil responses.

___Keep a good citizenship chart.

___Make students RESPONSIBLE for their behavior. Let them know that if they choose to break a rule, THEY choose to pay the consequences."

___CALL PARENTS!

ASSERTIVE DISCIPLINE

Assertive discipline is based on praise and positive reinforcement. The following steps are an outline of how you can use assertive discipline in your classroom.

1. Before school begins, condense your rules into four or five concise statements that stress DO rather than DON'T. DO raise your hand before speaking, rather than DON'T talk without raising your hand.
2. Make a written chart of your rules and the CONSEQUENCES if they are broken.
3. Here are two suggestions for consequences, both of which utilize nonverbal management.

___First infraction: Name WRITTEN on the board, i.e. MARY (warning)

___Second infraction: Check next to name, i.e. MARY / (no recess)

___Third infraction: Two checks, i.e. MARY // (note home)

___Fourth infraction: Three checks, i.e. MARY /// (call parents)

___Fifth infraction: Four checks, i.e. MARY //// (go to office)

OR

List all student names (first and last) on board, i.e. MARY SMITH

___First infraction: Erase part of last name, i.e. MARY S

___Second infraction: Erase part of first name, i.e. M S

___Third infraction: Erase last name completely, i.e. M

___Fourth infraction: Erase whole name

___Fifth infraction: Write in OFFICE

Both systems include an "earn-back" system. If a student behaves for a portion of the day, he/she "earns back" a check or his/her name. You erase a check or write the name back in.

The latter system also provides reinforcement for children who behave. Their name is displayed on the board all of the time.

4. Positive reinforcemennt praises desirable behavior in order to eliminate undesirable behavior. Rather than saying "John, push in your chair", say "I like the way Mary pushed in her chair." Use this with EVERYTHING!

___I like the way Joan is sitting.

___I like the way Bob took out his book.

___I like the way Ann is listening.

___I like the way Sara is working.

___I like the way Ted is standing in line.

Children LOVE praise. Positive reinforcement works! Even when you

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are tired of saying it over and over again, it gets results!

CORPORAL PUNISHMENT

**Check with your principal first!

Section 3319.41 of the Ohio Revised Code states"

> "Teachers may use corporal punishment when it is necessary to preserve discipline and order." (Buckeye-Woodland School Handbook, 1984-85)

IF you use corporal punishment, keep in mind the following guidelines, in accordance with state laws:

1. It must be witnessed by a CERTIFIED school employee (not a secretary, custodian or aide).
2. Punishment must be reasonable.
3. Never administer when angry or highly emotional.
4. Students must be told the reason for punishment.
5. Students must have prior warning as to what behavior will lead to corporal punishment.
6. It should not be used as a first consequence.
7. KEEP A WRITTEN RECORD!

PARENT CONTACT

STARTING THE YEAR

___Send a copy of your class rules AND consequences home to each parent. Have them sign and return a tear sheet signifying they have read and do understand the rules.

___Begin the year with a personal letter. State your goals and objectives for the year. Include the school phone number. Encourage parents to call or visit the school.

___Call each parent in the first few weeks and introduce yourself.

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QUESTIONS TO ASK

___Find out when is the best time to reach each parent by phone.

___Where do you meet parents for a conference?

___Should the principal be notified of parent contact or conference?

___Should a student be involved in a conference?

___Can parents visit during the school day? Do they need to check into the office?

PARENT CONFERENCES

___Keep your tone friendly when requesting a conference. State your reason for the conference. If contacting the parent, keep the conversation brief. Don't attempt to solve things on the phone.

___Arrange seating for parents BEFORE they arrive.

___Be mentally and physically prepared. Have records and student work at hand. Know what you want to say.

___Make sure all participants (principal, specialists) are introduced.

___State the purpose and desired outcome of the conference.

___BEGIN AND END ON A POSITIVE NOTE!

___Use language a parent will understand.

___Establish good rapport. Look the parent directly in the eyes and be a GOOD LISTENER!

___Don't express anger or hopelessness with a child.

___Be HONEST but TACTFUL. Don't exaggerate or not give the whole picture.

___Get the parent INVOLVED. Make it a problem in which THEY have an investment.

___Don't use other teachers or students as examples.

___Don't compare students.

___Emphasize a child's strengths and be SPECIFIC about weaknesses.

___Don't put parents on the defensive by "accusing " their child.

___DISCUSS. Don't argue.

___Be careful of getting too personal. Maintain a professional manner but be human.

___Don't offer ANY false hope.

___Make sure everyone involved has a chance to speak.

___Try to understand and empathize with the parent's point of view. Remember that you are BOTH striving for the child's welfare.

___Provide constructive, specific suggestions as to how a parent can help.

___Close on a positive note with a plan of action.

___Make sure parents never think they made a mistake in coming.

___KEEP A WRITTEN RECORD OF ALL PARENT CONFERENCES (name, date, what discussed).

___Plan followup communication!

PARENTS HELPING AT HOME

___Set up a study environment and a study time in the home.

___Give children household responsibilities.

___Be consistent in your discipline.

___Be honest with your child.

___PRAISE your child.

___Read daily to your child.

___LISTEN to your child read.

___Find a regular listener for your child, such as a friend, grandparent or favorite doll.

___Talk and listen to your child.

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___Limit TV viewing and discuss what's watched.

___Spend time with your child.

___Start a word collection. Teach your child one new word a day.

___Take your child to the library.

___Look up things your child wants to know.

___Encourage your child to write or tell stories.

___Be your child's reading partner.

OPEN HOUSE

___Keep a folder with a sample of each child's work.

___Keep anecdotal records of behavior.

___Have an interpretation of test scores available.

___Make a checklist of reading and math skills. Note strengths and weaknesses.

Preparation

___Make parent nametags.

___Display texts.

___Make a visual aid for the headings/topics for each subject.

___Make a sign up sheet for conferences.

___Put a sample of student work on each student's desk.

___Make a sign-in sheet.

___Clean the desks and room.

Schedule

___Introduce yourself and welcome parents.

___Discuss daily schedule and curriculum for the year.

___Discuss any special activities or projects the class is working on.

___Discuss student work, bulletin boards, and learning centers in the room.

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___Discuss discipline procedures.

___Discuss homework and grading policies.

___Question/Answer period. If there is not enough time for this, have a Concerns envelope at the front of the room where parents can write down specific, personal questions.

___Talk to parents individually.

___Have parents leave their child a note.

TIPS FOR GOOD PARENT RELATIONS

___Call on parents for advice, help and support with a child's learning.

___Project a realistic picture of what the school can accomplish.

___Keep classroom doors open to parents.

___"Roll out the red carpet" when parents visit. Get them involved!

___Make brief phone calls reporting success.

___Personalize school invitations (to Christmas program, Open House, etc.) with "Hope to see you there."

___Use parents as resources, i.e. send home a questionnaire asking their occupations for a Social Studies lesson.

___Have students write a paragraph each Friday about th major activities or special projects of the week.

___Make at least three parent phone calls a week - both positive and negative.

___When sending notes home, be sure they are signed and returned.

___Send home awards with students for good citizenship, good attendance, good work, etc.

___Contact a parent IMMEDIATELY if a discipline or academic problem arises.

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___Make sure that you make "sunshine calls" once a week - calls with good news about a student.

FIRST YEAR SURVIVAL TIPS

___Take your class to assemblies/special classes on time.

___Look at yourself as a role model. Are you:

1. prompt
2. dependable
3. cheerful
4. enthusiastic
5. self controlled
6. adaptable
7. tactful
8. patient

Do you need to work on any of these characteristics in order to make your job more pleasant?

___Most beginning teachers gain complete control over their classes in three to four months (Houston & Felder, 1982).

___Go to school early enough to feel organized for the day.

___Wear comfortable shoes. Foot pain can make a cranky teacher.

___It's normal to be scared. Try to overcome your insecurities and get on with what you're doing.

SUGGESTIONS FROM FIRST YEAR TEACHERS

___Remember that your first year is your hardest.

___Each teacher and each class are unique. Don't get discouraged when comparing your class to others. Everyone SEEMS to be doing better than you are, but that isn't really so.

___Start each day with a smile. Promise yourself it will be the best day possible - no matter WHAT happened yesterday.

___Expect great things from your students and they will accomplish great things.

___ASK QUESTIONS. Many experiencd teachers genuinely enjoy helping new teachers.

___Be firm and consistent with your students.

___Don't get wrapped up with paperwork.

___Don't let negative or complaining teachers get you down.

___Remember that you love children!

___Go to school rested and calm. Be sure to get ENOUGH SLEEP!

___Don't let parents or other teachers make you forget that you are a professional.

___Be prepared to restate both academic and personal goals.

___Don't try to follow in a previous teacher's footsteps. Do things your own way.

___Actively contribute to the faculty. Be assertive

___Let your students know you love thm. Have Hug Day once a week.

___Keep a journal. It helps to write things down.

___Exercise.

___Develop a hobby.

___DON'T FEEL GUILTY! A first year teacher could work twenty-four hours a day and still not have done enough. Remember that you are human and can only do so much.

___Learn to say NO!

___Plan things to look forward to OUTSIDE of teaching.

___Take time each day just for YOU!

___Don't bottle up your worries. Talk to someone!

___Laugh a lot - especially at yourself!

SUGGESTIONS FROM PRINCIPALS

___Be sure that you like children.

___Have confidence in your ability.

___Be able to admit that you're wrong.

___Get out if you don't enjoy it.

___Be able to ask for help.

___BE PREPARED! PLAN AND ORGANIZE WELL!

APPENDIX

1. The first year of teaching can be "a lonely time, an emotionally draining time, a frustrating experience." (Houston & Felder, 1982).

The first year of teaching is "an emotional roller coaster, filled with peaks of exhilaration, depths of depression, and always, intense involvement." (Ryan & Cooper, 1975).

3. "If you decide to become a teacher, promise yourself that you will teach for two years before making a definite decision about leaving or continuing in the profession." (Ryan & Cooper, 1975).
4. "Teaching is one of the most rewarding careers in our society ... your role in the unfolding of the learning process will enable children to lead more worthwhile lives and can enrich the lives of your fellow teachers." (State of Florida Department of Education, 1970).
5. "So many of my cherished beliefs about myself and education have gone down the drain or been drastically reshaped. I was so confident but so ignorant when I started." (Ryan & Cooper, 1975).
6. "Most problems with students are a result of inexperience and the majority of second year teachers find that most of their previous problems disappear." (Ryan & Cooper, 1975).
7. "A beginning teacher may know what to do, but not how to do it." (Ryan & Cooper, 1975).
8. "Many teachers have been affected, both positively and negatively, by their first year teaching experience. It seems to have a strong effect on them as professionals and as people ... Many of us who have studied what happens to first year teachers believe that events

during this initial year contribute to the gap between what they were capable of becoming and what they have, in fact, become. (Ryan, et. al., 1980).

9. "Many difficulties emerge because new teachers are caught off guard. Actually doing teaching, moment by moment, is different than they had expected ... Many beginners think they know what it is like to do teaching. But, alas, it fools them. The teacher's side of the desk is different." (Ryan, et. al., 1980).
10. "Teaching does not look physically exhausting... Why, then, do they feel this bone-deep exhaustion? Why this near numb feeling? Why is it that all one wants to do is get home and crawl into bed?" (Ryan, et. al., 1980).
11. "Don't get overanxious about how your kids have lost a whole year of science because of you. It happens to everyone"!" (Juanita Steuber, Personal Communication, 1985).

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